DOCUMENT RESUME

ED 063 069 24 RC 006 162

TITLE Cooperative Vocational Education in Small Schools: A Suggested Guide for Program Planning.

INSTITUTION New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

PUB DATE 72

NOTE 39p.

AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50, Stock No. 1780-0963)

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS Community Resources; *Cooperative Education; Cooperative Planning; Educational Development; Illustrations; Program Development; *Program Planning; *Rural Schools; *School Community Relationship; *Vocational Education

ABSTRACT

Guidelines and alternatives for planning cooperative vocational education programs in small rural schools are presented in this document, which proposes methodologies to promote the range of opportunities for occupational exploration and training via a learning-earning program that utilizes community resources. The document contains guidelines relating to meeting instructional objectives within the career education concept, organizing instruction, and program implementation. Appendix A describes the Paola Pilot Project in Vocational Education; Appendix B provides a description of the Cochise County Summer Cooperative Occupational Education Project; and Appendix C summarizes the Aurora Diversified Occupations Program. Also appended are a glossary and a 16-item bibliography. (MJB)

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COOPERATIVE VOCATIONAL EDUCATION IN SMALL SCHOOLS

A Suggested Guide for Program Planning

U. S. Department of Health, Education, and Welfare
Elliot L. Richardson, Secretary

Office of Education
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Washington, D.C. 20402—Price 50 cents
Stock Number 1780-0963

RC006162

ED 062302

Developed pursuant to a contract
with the
U. S. Office of Education
by
University of Nebraska
Lincoln, Nebraska
1971

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Published by

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University
Las Cruces, New Mexico 88001
March 1972

PREFACE

Small schools have the problem of extending the range of opportunities for occupational exploration and training. The small school, far removed from metropolitan centers, has for the most part provided general courses designed to prepare students to enter college. In today's world, this is no more appropriate for students in small schools than it is for students in suburbia or in the inner city.

Educators are challenged to identify and prepare students for meaningful employment as well as for college or other post-secondary educational programs. The need for progress in this area is made evident by the extremely high rate of unemployment among youth.

Many school administrators are looking favorably toward utilizing community resources to extend the range of educational opportunities and are using the learning-earning technique--Cooperative Vocational Education.

This GUIDE provides local decision-makers (school board members and administrators) with alternatives for implementing Cooperative Vocational Education.

ACKNOWLEDGEMENTS

The experience and advice of teachers, teacher educators, and state department personnel from all vocational areas, as well as administrators, guidance personnel, and former cooperative education students contributed much to this publication. Appreciation is also extended to the following individuals for their personal counsel on, and review of, this GUIDE:

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INTRODUCTION

Unique problems are created by sparsity of population as well as by traditions in rural communities, where there is a high proportion of small schools. Specific problems confronting students in small schools include the following:

Decreasing the labor requirements on the farm results in an out-migration of youth.
Inability of the community to attract industry causes jobs to be limited.
Lack of career information and preparatory programs causes occupational immobility.
Low occupational and educational aspirations result in higher dropout rates and low college attendance.
Students have more trouble entering and advancing in higher level jobs.

Typically, problems of small schools include the following:

There is insufficient financing to provide the desired breadth of curricular offerings.
Qualified teache s are in short supply.
Many buildings are deficient, and much equipment is unsatisfactory.

Several characteristics reflect the prevailing attitudes in most communities where small schools are located:

The school is the center of rural life.
Parental occupational and educational aspirations and attainment levels are low.
There is a failure to appreciate the value of education.
Values are more conservative.
There is an underinvestment in education.

In light of these considerations, Cooperative Vocational Education is viewed as a viable option whereby the small school can extend the range of opportunities for occupational preparation through utilization of existing community resources.

COOPERATIVE VOCATIONAL EDUCATION

Cooperative Vocational Education is the utilization of school and community resources for the purpose of preparing students for employment. It is generally recognized as a method of instruction that facilitates the achievement of curricular objectives. The term "cooperative" is used to reflect the cooperative arrangement existing between the school and employing community.

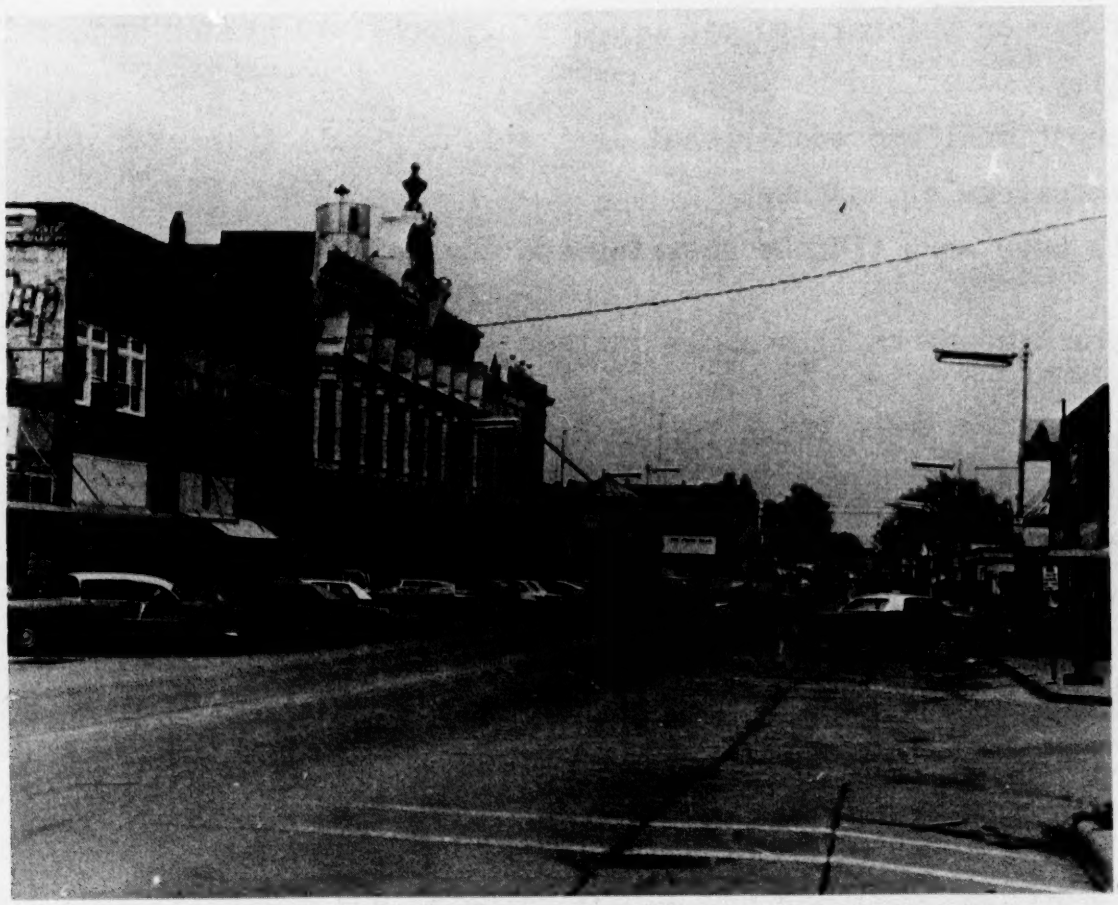


FIGURE 1

Mainstreet, Smalltown, U.S.A.--
The Cooperative Vocational Education Classroom

ADVANTAGES OF COOPERATIVE VOCATIONAL EDUCATION

Cooperative Vocational Education provides students the opportunity to become knowledgeable about employment requirements and to achieve entry skills in selected fields of employment.

Cooperative Vocational Education enhances the ability of the student to develop a "post-high-school plan," involving both employment and continuing education possibilities.

Students are able to develop, and apply, problem-solving abilities to "real-life" situations.

Students see the value of general education as a contributing factor to their increased occupational proficiency.

Cooperative education programs are responsive to changes in labor market and changes in technology.

Graduating students have increased opportunities for geographic as well as occupational mobility.

A student who performs effectively during on-the-job training often has the opportunity of remaining with his employer after graduation as a full-time employee.

A minimal number of students can be accommodated--fewer than usually considered necessary to maintain a specialized school-centered vocational education program.

BENEFITS OF COOPERATIVE VOCATIONAL EDUCATION

A Cooperative Vocational Education program is beneficial to students, community, employer, and school.

Students benefit by:

- Having variety and reality added to their educational process.
- Being able to relate and apply in-school experiences to on-the-job situations.
- Being provided with realistic experiences for vocational choice and preparation.
- Being provided an education that is relevant to getting, keeping, and advancing in a chosen occupation.
- Experiencing success, recognition, and acceptance in the adult world.

- Establishing a marketable employment record.
- Gaining a feeling of importance as a result of achievement and, in many cases, gaining recognition for a job well done.
- Developing human relations skills by working with people.
- Being paid for work (which provides an incentive).

Benefits to the community are:

- Introduction of students to local employment opportunities.
- Encouragement for students to remain in the community, thus helping build a more efficient work force.
- Young people who become good citizens (better trained employees are more productive; they pay their own way and contribute to the support of the community).
- A trained labor force that attracts new business and industrial development to the community and increases the tax base.
- An improved image of education and business in the community (a "coming together" of the public and private sectors of the economy).
- More mature young people, many of whom will become community leaders and informed taxpayers.

Employers benefit by:

- Attracting better prepared and motivated youth who are working in an area in keeping with their aptitudes and interests (this reduces employee turnover and related costs).
- Improving employer training efforts since the school and employer share cooperatively in the training process.
- Having the satisfaction of rendering an important service to the community and to young people.
- Helping students develop an understanding of the costs of doing business, the employer's investment in the community, and the nature of the American free enterprise system.
- Investing in youth.

The school benefits in several ways:

- The learning facilities and opportunities are extended into the entire community without major expenditures for laboratory and other equipment.

- The business community is involved in development of the vocational education program and can see a return on its tax investment while helping the school to reach educational objectives.
- Capital costs for the school are shared by the local community by providing on-the-job training and instruction with prevailing facilities and equipment. Institutional costs per individual student may be reduced, while the cost-benefits are increased. For the small school, especially one with limited financial resources, this could be extremely important.
- The student's interest in education is stimulated and maintained since such a program reduces his isolation from the world of work, increases his motivation, and tends to reduce the number of dropouts.
- The teacher-coordinator provides in-school coordination of the total school activities designed to assist students in meeting their career objectives.

MEETING INSTRUCTIONAL OBJECTIVES WITHIN THE CAREER EDUCATION CONCEPT

At the elementary and junior high school levels, Cooperative Vocational Education programs are designed to provide students with concrete experiences in the school and the community as a vehicle for acquiring academic skills, achieving career development objectives, and acquiring employability skills. The objective at the secondary level is to develop specific job skills through simulated experiences in the vocational laboratory and concrete experiences in real jobs.

INTRODUCTION TO THE ROLE OF WORK
ELEMENTARY GRADES (grades K-6)

The outcome of programs designed for elementary students is the acquiring of positive attitudes toward work and school as well as toward increasing knowledge of self in relationship to work. For instance, one might use the work of an engineer as a core for mathematics, science, and English projects.

ORIENTATION TO THE WORLD OF WORK
JUNIOR HIGH SCHOOL (grades 7-8)

Students at this level make a tentative choice of broad occupational area for

further exploration. For example, students observe workers in various jobs in a given area of interest.

EXPLORATION
(grades 9-10)

At this level, students make specific choices within occupational clusters for in-depth exploration. Students acquire employability skills such as those in the areas of employer-employee relations, applying for a job, and grooming and personal care. Each student spends a short period of time working in several jobs he has selected.

JOB PREPARATION
(grades 11-12)

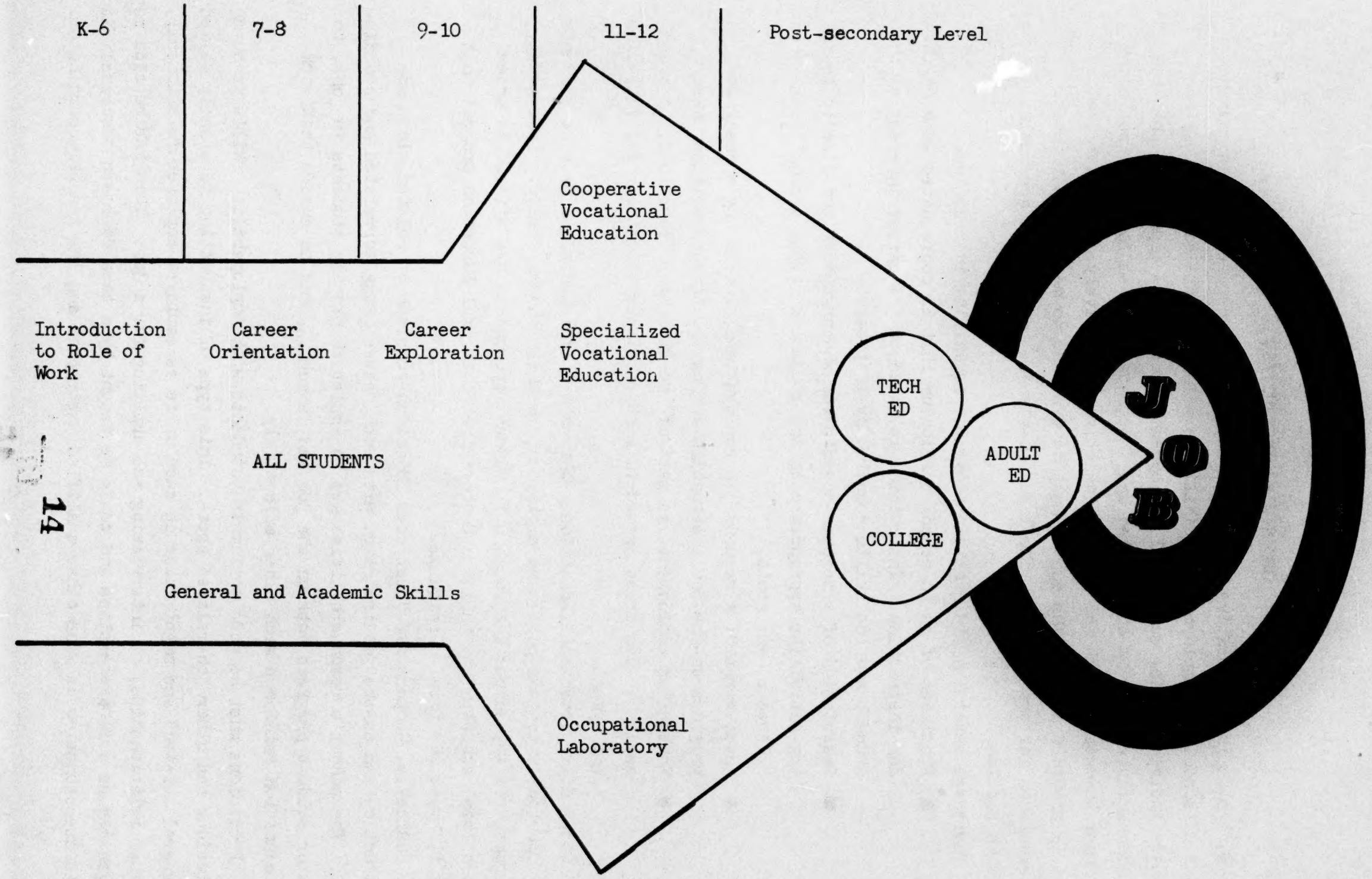
Students prepare for an entry-level job and/or further education. During this level, students develop job-preparation skills in specialized vocational education programs. Cooperative Vocational Education or other work-experience programs such as vocational work-study provide students with on-the-job experiences and related instruction.

POST-SECONDARY LEVEL

Students prepare for and satisfactorily enter a specific technical, skilled, or professional occupation.

The schema on page 7 depicts the developmental process of career education. At each level, it is possible for community-based experiences to serve as the thread of an interdisciplinary approach. This involves integrating the natural relationships of the academic and occupational aspects of the curriculum so that selected concepts and skills of general and academic courses are acquired through career-oriented activities. Such an approach allows for flexible scheduling and team planning and teaching as well as providing a focus on the total resources of the school in promoting the career development of an individual.

Grade Level:



THE PLACE OF COOPERATIVE VOCATIONAL EDUCATION WITHIN THE CAREER EDUCATION CONCEPT

ORGANIZING INSTRUCTION

When planning Cooperative Vocational Education, there are various combinations of school and employment possibilities. The ultimate objective is to prepare individuals for successful employment. Thus, it is imperative that the in-school instruction be coordinated and integrated with employment experiences in order to meet student and program objectives effectively. The instruction that is provided outside the school must be designed to meet student needs. Alternatives for providing in-school and on-the-job instruction are included in this section.

There are several basic considerations for organizing instruction:

- Provision of an in-school curriculum that is coordinated with on-the-job instruction. Instruction is based on the career interest of the student and the skills required by that career field.
- Description of a teacher-coordinator who organizes and directs learning activities appropriate to the student's career capabilities, needs, interests, and goals.
- Involvement of a responsible employer and/or training sponsor who provides on-the-job instruction during the work-experience phase.
- Scheduling employment, as part of the student's class load, to accommodate a time frame needed to meet entry qualifications for full-time employment.

Cooperative Vocational Education programs are implemented to provide students the opportunity to gain part-time employment in their chosen fields. (For model programs, see Appendices A through C.) Several approaches are offered in order that a local school might tailor a Cooperative Vocational Education program that will fit into the total curriculum.

Basically, Cooperative Vocational Education consists of related classroom instruction and on-the-job training, with both phases being correlated and coordinated. The school's responsibilities are to assist in placing students in jobs, to monitor student progress both on the job and in school, and to ensure that work and education reinforce each other effectively.

Provisions must be made to furnish students with employability skills in human relations and other job-related areas. This type of instruction is usually called "general related" and might focus on such units as employer-employee relationship, co-worker relationships, or interviewing and applying for a job. This instruction may be organized as a separate class and could be taught by a team composed of a qualified guidance counselor or some other qualified instructor and the teacher-coordinator.

In addition, a student might be enrolled in one or more vocational classes where specific job skills directly related to his/her on-the-job training are developed.

The most critical aspect of team teaching is the problem of combining and coordinating the teachers' efforts to provide sound, unified, and enriched learning experiences for the student.

The area of instruction is one of the primary responsibilities of the teacher-coordinator; another is the coordination and supervision of students on the job.

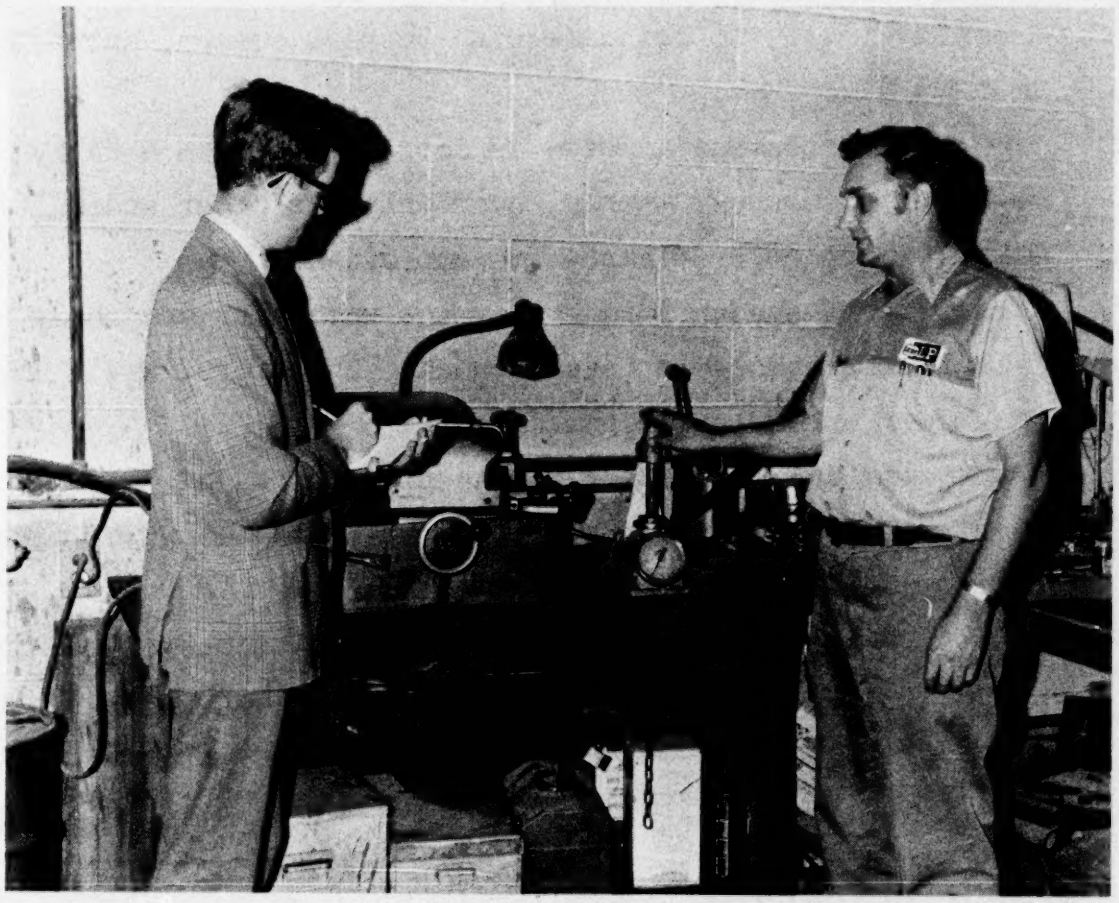


FIGURE 2

Teacher-Coordinator and Employer Planning On-the-Job Experiences

It is recommended that the related class meet at least one period per day and that the student be released from school during a portion of the school day for on-the-job training. The amount of time a student-learner is released for supervised employment will vary, depending on the individual student and the business in which he is employed. The total amount of employment time may average from 15 to 20 hours per week. It is difficult to make standard recommendations since many factors must be considered. The time should be sufficient to meet the educational needs of the student and should be in line with the student's career needs. However, since

well-planned patterns of scheduling employment are crucial in areas with limited placement opportunities (small communities) and are also basic to organizing a Cooperative Vocational Education program, the following options are suggested:

1. Traditional: Average of 15 hours per week involving daily employment for the regular school year.
2. Variations:
   a. One semester of daily part-time employment.
   b. Summer full-time employment.
   c. Scheduled employment during peak economic activity in a given locality (e.g., to coincide with tourist season, harvesting, holidays).
   d. Some jobs accommodating two or more students on a daily (morning/afternoon, weekly, quarterly, or other schedule).
   e. Two or three days of part-time employment.
   f. Placement of students in employment when they are ready or when jobs become available (each student, therefore, would have a different schedule for employment).
   g. Employment in neighboring communities.
   h. Replacement of students who withdraw from jobs when objectives have been achieved.

In those programs which rely on summer employment for student-learners, it may be feasible to enroll them in the regular school program during the school year and provide a Cooperative Vocational Education program during the summer months. A teacher-coordinator could be employed during the summer to provide systematic related instruction and also to coordinate and supervise the on-the-job training phase.

To provide on-the-job experiences for as many students as possible, alternating plans are encouraged. Alternating plans allow for a greater degree of flexibility and provide situations where more than one student-learner can be employed in the same training station (place of employment). Some possibilities are:

1. One student-learner might work in the morning and one student-learner might work in the afternoon.
2. On a rotating basis, one student-learner might work in the business for one week while his fellow student-learner is in the related classroom in school (this system could be operated on a daily, weekly, bi-weekly, monthly, quarterly, or other basis).

If a particular school is located within a relatively short distance of several

small communities, students might be placed for their occupational experience in businesses in each community.

A small community that affords extremely limited training possibilities could transport students to a larger city for on-the-job training. A program such as this might be carried out most easily during summer months or during periods of peak employment since these are times when employers are seeking additional part-time employees. A plan of this type would mean employing the teacher-coordinator during the summer months and ensuring that transportation for the student-learners is available.

It might be feasible to conduct related instruction in a local business instead of in school, particularly where there is a major business establishment in the community. Schools with limited classroom facilities might consider this option.

If students are transported to and from work, it might be best to hold the related classroom instruction in a business at or near the site of their employment. Some schools provide instruction on the buses which transport students (see Appendix B).

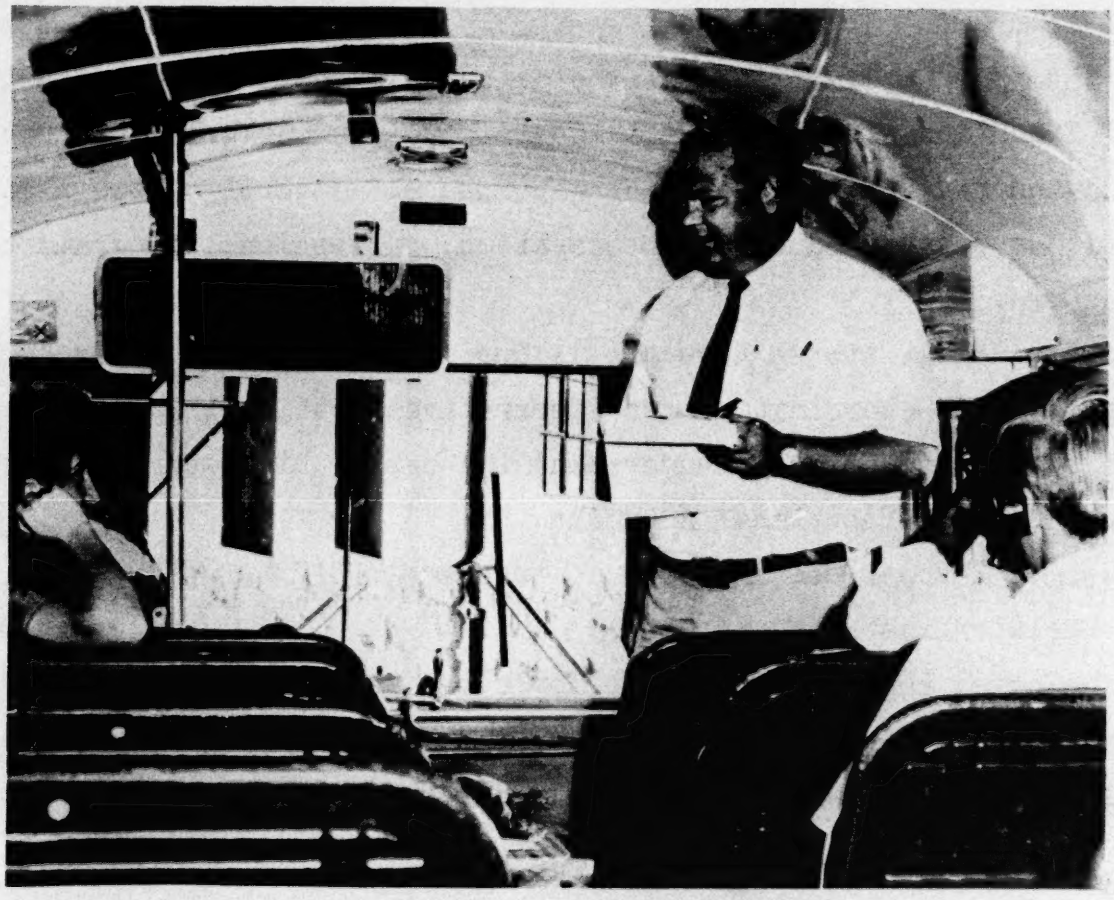


FIGURE 3

Providing Instruction on the Bus While Traveling to and from the Job

IMPLEMENTATION

STAFFING

Staffing in a small school is one of the most important factors to consider. An "uncommon person" is needed to fulfill the role of teacher-coordinator. This individual must command the respect not only of his students but also of businessmen. In addition to having occupational experience, he must be an effective teacher.

The teacher-coordinator will provide the overall coordination of community and school resources. He will need to ensure that all aspects of Cooperative Vocational Education are integrated to meet the needs of individual students.

There are alternatives which could utilize available staff. To determine whether special certification is required for teacher-coordinators, contact your respective State Director of Vocational Education.

The Potential Teacher-Coordinator

Vocational Teachers. If the school system includes a vocational teacher(s), one or more of them may be qualified to provide overall coordination of Cooperative Vocational Education since such individuals have the background in vocational education and have had occupational experience. Several states also have, as a part of vocational teacher education preparation, professional programs to prepare teacher-coordinators.

Other Teachers. Most states have provisions for certifying classroom teachers or counselors as teacher-coordinators for Cooperative Vocational Education programs. It is essential that these teachers understand the basic philosophy and operation of all phases of Cooperative Vocational Education.

Teaching Team. Several combinations of teachers could be utilized to provide input into the "related instruction" class.

It should be noted that two or more schools may share one teacher-coordinator. This approach has been used successfully where two small schools are located in proximity to each other and only a small number of students is involved.

Other Personnel

Persons in the local community make up one of the most readily available sources to supplement the regular school staff. Many employers and employees in the local

community can be utilized effectively for instructional purposes--especially when supervised by the teacher-coordinator. Although a businessman cannot devote full time to this work, it is possible that, in conjunction with the local teacher-coordinator, a businessman could serve as a valuable resource person.

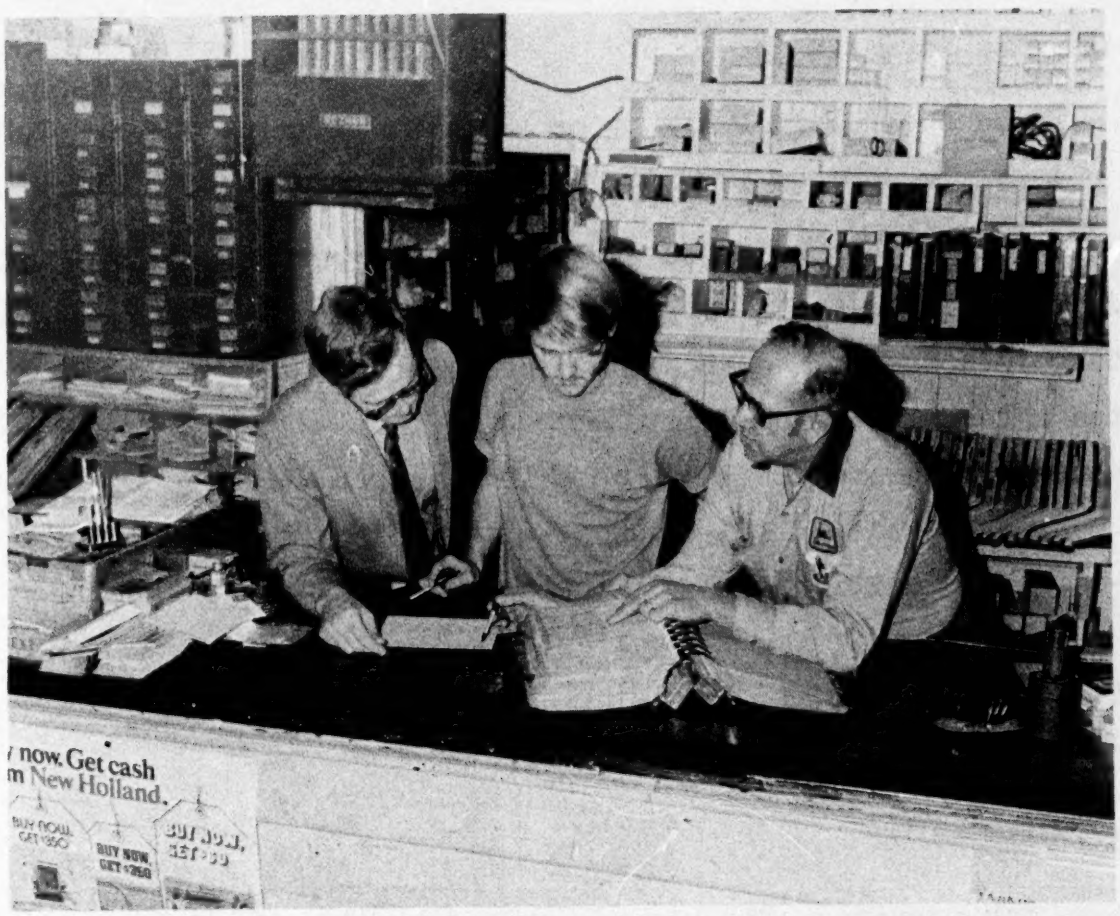


FIGURE 4

Employer, Teacher, and Student Planning the Student's Cooperative Vocational Education Program

FUNDING

Many vocational education programs are reimbursable from Federal and state funds. Congress has specifically earmarked funds for Cooperative Vocational Education programs. Under certain circumstances, these earmarked funds may be used to reimburse employers for added costs incurred for training student-learners, and students may also be reimbursed for special tools, equipment, or clothing that they must buy in connection with employment. A brief review of parts of the Vocational

Education Amendments of 1968 that apply to cooperative programs is in order:

Part B -- Funds under Part B may be used for starting new programs or for the continuation of existing Cooperative Vocational Education programs.

Part G -- Funds under Part G are meant for development of new and expanded Cooperative Vocational Education programs, with priority given to areas having high rates of dropouts and youth unemployment.

Schools should also investigate:

Part D -- Funds under Part D are to be used for planning and developing exemplary programs or projects, which may include cooperative training.

Inquiries relative to funding should be made to your respective State Director of Vocational Education.

Other possible sources of help are business and industry. Many programs have been developed through the cooperative efforts of the local school and businesses. Although business or industry may not be able to share directly in terms of financial support, other forms of help--such as with equipment, training aids, staff, and facilities--should be explored. Some local businesses may be willing to make their trained specialists or technicians available to the school on a part-time basis to help the teacher-coordinator in providing quality instruction. To secure the cooperation of business and/or industry, the initiative rests with the school.

ADVISORY COMMITTEES

If business and education are to work cooperatively, they must communicate. The very nature of Cooperative Vocational Education would suggest the importance of maintaining a mechanism for continuous dialogue between school and employers. A lay "advisory committee" is one way to channel business, labor, and industrial expertise into the educational process and vice versa. The organization of such a committee serves as an effective tool for improvements in the educational process.

Some of the more successful advisory committees have proved extremely effective in the following ways:

1. Functioning as an excellent source of public relations.
2. Communicating feedback information from the community and business.
3. Creating mutual respect and confidence between educators and community leaders.

4. Providing experience and expertise in those areas vital to a program preparing students for the world of work.
5. Providing assistance in the selection and location of training stations.
6. Assisting the teacher-coordinator in curriculum development and improvement.
7. Providing assistance in locating instructional materials.
8. Providing one source of input for program evaluation and review.
9. Providing continuity for the program in the event that there is a change in teachers.

Business and industrial leaders are in unique positions for helping to plan educational programs that will prepare young people for employment in the very businesses and industries that these leaders represent. Thus, the effective use of an advisory committee is a logical and efficient means of bringing about a closer working relationship between the school, labor, and business.

DEVELOPMENT OF TRAINING STATIONS

One of the key factors in developing Cooperative Vocational Education is the availability of local businesses that will make acceptable training stations for part-time employment of students. The local businessman (training sponsor) becomes extremely important in that he will provide on-the-job instruction for the student-learner. He will be instructing and demonstrating those specific skills required within his business and on a particular job. An effort must be made to ensure that the on-the-job instructor knows exactly what is expected from him in relation to the total educational program of a student-learner.

A major obstacle is the fact that most small schools are located in small communities with few businesses. There are, however, possibilities for making maximum use of the available businesses. One of the primary responsibilities of the teacher-coordinator is that of locating and approving training stations; however, the advisory committee can provide one of its most important services by helping the teacher-coordinator in this selection process.

To ensure that an employer meets acceptable standards--such as being reliable, having reasonably up-to-date facilities and equipment, and being willing to spend time teaching a student-learner--it is advisable for the teacher-coordinator to implement a training-sponsor development program. The objective of this program would be to improve the teaching capabilities of those working with student-learners. A

program of this type might cover various topics: how to provide on-the-job instruction; the role and responsibility of the training sponsor; and/or the concepts, organization, and operation of a Cooperative Vocational Education program.

Small high schools located in rural areas should not overlook farms as possible training stations. Usually, a large number of farms surrounds a rural community; thus, students interested in acquiring knowledge and skills in agriculture might be placed on a farm for on-the-job experiences.

There are also possibilities for employing student-learners within a school system to provide on-the-job experiences. Students could be utilized as teacher aides, janitors, or groundskeepers if such employment would contribute to the students' career development needs.

As another alternative, a school (or the students) could own and operate its own business. This would provide students located in extremely small communities a unique opportunity to gain valuable business experience. Advice and counsel by the local advisory committee would be of critical importance in this case.

PROGRAM FEASIBILITY AND IMPLEMENTATION

The most important step is the decision to make Cooperative Vocational Education a part of the school curriculum. The following "School Administrator's Checklist" suggests some key considerations in making the determination and some activities in making such a program operational:

School Administrator's Checklist

A. Implementing Cooperative Vocational Education in the local school.
   1. Review the state requirements for vocational education program operation.
   2. Request help in determining the need for a program from the Vocational Division of the State Department of Education.
   3. Determine whether there will be enough interest in the program.
      a. Sources of data:
         (1) Student Interest Survey
         (2) Parent Interest Survey
         (3) School Board Recommendations
         (4) Guidance Personnel Recommendations
         (5) Faculty Recommendations

4. Make a local occupational survey to determine the number and types of training stations available.
   a. Sources of help in gathering data on occupational needs:
      (1) Advisory Committee
      (2) Public Employment Service
      (3) Comprehensive Area Manpower Planning Committee
      (4) Chambers of Commerce
      (5) U.S. Census Statistics
      (6) Service Clubs
      (7) Labor Groups
      (8) Research Coordinating Units
      (9) Counselors
      (10) Trade Associations
      (11) State Department of Education
      (12) Surveys Conducted as Student Class Projects
5. Determine by answering the following questions whether the cooperative education program will fit into the total school program:
   a. Are there sufficient physical facilities, room, and equipment available?
   b. Can instructional materials be made available?
   c. Can the school meet the requirements of the state plan for the reimbursable aspects?
   d. Are instructional personnel available?
   e. Is the school near enough to the employment community so that students can get to the training stations from school and home without undue difficulty?
   f. How many students are now working?
   g. What courses, if any, must be added for effective operation of the program?
   h. How can existing courses be utilized?
   i. Have key individuals among employer and employee organizations been contacted regarding the advisability of setting up the program? Has their cooperation for setting up the program been obtained?

B. Steps in Establishing Cooperative Vocational Education.
   1. Install the program.
      a. Decide upon the type(s) of program(s) to be installed.

b. Devise a tentative written plan, including philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and estimated total cost and budget.
c. Describe characteristics of student groups to be served.
d. Identify occupations for which training will be given.
e. Provide additional space, if necessary.
f. Plan the appointment of an advisory committee. (The board of education may aid in the appointment of the advisory committee.)
g. Continually publicize the progress during the program development stage.
h. Inform the faculty of the objectives of the program and proposed operational procedures.
i. Inform parents.

2. Select and hire a teacher-coordinator.
   a. Determine the number of part-time and/or full-time teacher-coordinators required.
   b. Inform the teacher training institutions and the state department of education of staffing needs.
   c. Consider state requirements and essential personal characteristics when selecting a teacher-coordinator:
      (1) Does the candidate have the required professional and technical training for the particular program to be installed?
      (2) Does the candidate have a record of work experience other than in education?
      (3) Does the candidate have a deep interest in youth?
      (4) Does the candidate believe in the program and the need for it in the school and community?
      (5) Will the candidate be respected as a teacher and a faculty member by the students and faculty?
      (6) Will the candidate be respected by members of the employment community?
      (7) Will the candidate be an active participant in school and community affairs?
      (8) Is there a teacher available in the system, or will an outside person be hired?

3. Through the counseling services, identify and enroll students who would benefit from and be interested in the program.

Appendix A

DESCRIPTION OF THE PAOLA PILOT PROJECT IN VOCATIONAL EDUCATION

Paola, Kansas, is a rural community of approximately 5,000 population located in Eastern Kansas. The predominant business is farming, with a growing manufacturing industry. The high school located in Paola is the result of a unified school district, with an enrollment of approximately 600 students in grades 9 through 12.

A pilot project through Kansas State University, College of Education--with the title of "The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information, Selection and Preparation in a Secondary School System"--was introduced to the Paola Public Secondary School System under Contract No. OE-5-85-078 with the U.S. Office of Education in May, 1965.

The plan is to present a complete program in vocational education which can be conducted in any school where one vocational teacher will take a leadership role as coordinator and enlist the assistance of his fellow teachers. Regular programs go on undisturbed; however, duplication is taken out of the various programs through the "commonalities" course. Students explore occupations and themselves as a part of the world of work and then select one area in which to work as a part-time employee under the watchful eye of teachers and guidance counselors.

Major objectives of this project are:

1. Developing and organizing a coordinated program of vocational education which includes selecting, preparing, and providing occupational information for secondary school students; providing guidance in self-assessment of students relative to their choice of vocation; identifying common and differential aspects of vocational subjects; and utilizing both individual teacher and team teaching techniques.
2. Preparing students in the skills, knowledge, attitudes, understandings, and appreciation common to the vocational areas and helping students make a beginning in the world of work.

The program functions according to the following eleven guidelines:

1. All vocational teachers work together under the direction of a program coordinator.
2. The team of teachers coordinates efforts in teaching the course "Commonalities in Occupations," offered at the 11th-year level.

3. Students in the "Commonalities in Occupations" course have participated in regular vocational programs in their previous secondary school work and are currently enrolled in such programs as agriculture, home economics, office education, and trade and industrial education during the 11th year.
4. In the 11th-year program, students explore occupations on an experiential basis, involving field observations after study and counseling about the occupation. Four occupational explorations of ten days each are made by each student.
5. Following each occupational exploration, an evaluation is conducted by each student with the aid of the team of teachers and the cooperating businesses.
6. A process of self-evaluation is followed by each student concerning himself and the world of work.
7. At the end of the 11th year, the student selects an occupation for which he wishes to enroll during his senior year as an occupational-experience participant.
8. The coordinator and team of teachers identify businesses which agree to cooperate in the program. The student makes application for a position as an occupational-experience participant.
9. The coordinator and the employer agree on salary, training plan, and hours of work (minimum of 15 hours per week for the school year).
10. During the senior-year occupational-experience phase of the program, the student is assigned to one of the team of teachers for advising and job-related instruction.
11. The senior student enrolled in the cooperative occupational educational program uses study guides and receives job-related instruction developed by the teacher, employer, and coordinator.

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Appendix B

DESCRIPTION OF THE COCHISE COUNTY SUMMER COOPERATIVE OCCUPATIONAL EDUCATION PROJECT

Cochise County is located in the southeast corner of Arizona. It has an area of 6,250 square miles and a population of about 60,000. Twenty-five percent of the population is Mexican American, the majority of whom have incomes of near or below the poverty level. Also, the students are behind the national average in their educational achievement.

There are ten public high schools within Cochise County with a combined enrollment of nearly 5,000 students, one-third of whom are in the disadvantaged categories. All ten schools participated in the project.

The Cochise County project grew out of a county institute for teachers, counselors, and administrators. One of the main topics discussed at this institute was the possibility of conducting some type of work-experience program for disadvantaged students. A decision was made to conduct a cooperative occupational education program during the summer months.

There were several major problems which had to be solved before the program could get started. First, businesses had to be located which would agree to serve as training stations; secondly, transportation was essential since most of the students would have to travel some 50 to 75 miles to work; and, thirdly, a source of funding was necessary to finance the operation.

The problem of training stations was solved by contacting the commanding general of Fort Huachuca, an Army Communications Center located in Cochise County, and convincing him to participate in the program. Some red tape had to be cut to provide the necessary funds to hire additional employees. Neighborhood Youth Corps students were also employed at Fort Huachuca.

Transportation and staffing problems were solved by obtaining state and Federal funds. Local school buses were used, and coordinators were hired with part of their salaries being reimbursed by the State Department of Vocational Education.

Project students went through a systematic selection process. The Arizona State Employment Service screened each prospective student-learner. In addition, a battery of tests was administered and counselors then met with each prospective student-learner to discuss his/her career interest. The students had access to the teletypewriter terminal and telephone hookup with a nationwide computerized occupational information retrieval system. They were provided occupational and educational

information to assist them in career planning.

One teacher-coordinator was employed to accompany each bus. During the ride to and from work, related classroom instruction was provided to the students. Various methods, media, and individualized packets of materials were utilized by the teacher and students. Since a teacher-coordinator rode the bus with the students, he was able to spend the day coordinating activities of the students on-the-job. Any particular situations which arose between the student-learners and employers or co-workers could be resolved immediately.

In the process of organizing and conducting the Cochise County project, the following guidelines, policies, objectives, and standards were developed:

Guidelines

1. To have an advisory committee to provide guidance and direction in developing the program.
2. To make a comprehensive survey of community and county training-station possibilities.
3. To have a definite plan for promotion of summer cooperative occupational education to students, parents, school personnel, employers, and the general public.
4. To have a definite plan for screening and selection of student-learners.
5. To cooperate with the State Employment Office to conform to state and Federal labor laws.
6. To establish a training agreement between students, parents, school, and employer.
7. To develop a written training plan listing the learning activities (jobs and responsibilities) in which the student-learner will engage at the training station (this plan will serve as a guide to the employer, the student-learner, and the teacher-coordinator in planning and teaching).
8. To provide instruction that is organized and planned so as to encompass general occupational information, attitudes toward work, skills, and specific information related to respective areas of employment.
9. To have a systematic coordination plan for visiting student-learners at their training stations.
10. To keep complete records on students and program operation.
11. To establish a method for evaluating student progress for both related

instruction and performance on the job.

12. To evaluate the entire summer cooperative occupational education program to determine if the program is attaining the objectives.

Policies

1. A written policy is essential for developing and administering cooperative education programs because
   a. It provides for more efficient use of time, money, and effort in administration of the program.
   b. It makes known the intent of the school board toward the program.
   c. It provides for appropriate school credit.

Objectives

1. To prepare students for gainful employment in career-interest areas.
2. To provide instruction to student-learners in the knowledges and skills needed in their planned occupations through on-the-job training and related class instruction.
3. To help student-learners in developing desirable work habits and favorable attitudes toward work skills and in understanding their relationship with employers, supervisors, co-workers, and customers.

Standards

1. The teacher-coordinator must be certified.
2. Students must exhibit a career interest.
3. Enrollment must meet age requirements specified by local, state, and Federal labor laws.
4. Student-learners will receive compensation for work at the training stations.
5. An individual training plan will be developed for each student.

For further information, contact

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Appendix C

DESCRIPTION OF THE AURORA DIVERSIFIED OCCUPATIONS PROGRAM

Aurora, Nebraska, is a rural community with a population of approximately 3,000. The primary industry of the surrounding area is farming, and the majority of businesses support the farming industry. The high school in Aurora has an enrollment of approximately 400 students.

The Diversified Occupations program is one way of organizing Cooperative Vocational Education which provides students having a wide variety of career goals with the opportunity to gain on-the-job experiences. Initially, the Diversified Occupations program in Aurora was established because there were not enough businesses or students interested in any one occupational area to warrant establishing specialized Cooperative Vocational Education programs.

The program is organized so that students meet for one regular class period per day during the school year. In this, the related instruction class, students study those knowledges and skills that are important for employees in all occupations (generally related information). The students also spend a portion of the class time on individualized courses of study designed to provide those knowledges and skills required for a particular occupation (specific or directly related information). Each student follows a training plan developed by the student, employer, and teacher-coordinator. All students are released for at least one regular school period per day to accommodate a schedule of at least 10 hours of part-time employment per week.

All students enrolled in the Diversified Occupations program are required to have completed, or be currently enrolled in, a vocational course directly related to his/her occupational area. Prerequisites for enrolling in the Diversified Occupations program dictate that the student:

1. Must be a senior.
2. Should have a career goal in an occupational area.
3. Must need financial aid to continue his/her education.
4. Must meet course prerequisite(s) for his/her occupational field.
5. Must have an accumulated grade average of 85 or higher in all subjects.

Students who participate in the Diversified Occupations program are employed under a cooperative arrangement between the school and the employers. Such

arrangements are in writing between the school, the student-learner, the parents, and the employers who provide on-the-job training. These arrangements provide for:

1. Conformity with local, state, and Federal laws and regulations and in a manner not resulting in exploitation of such student-learner for private gain.
2. An organized program of on-the-job training.
3. A plan of regularly scheduled employment.
4. One regular class period per day of generally and directly related instruction.
5. One regular class period per day of released time for supervised occupational experience.
6. A minimum of 10 hours of employment per week during the school year.
7. Payment of the minimum wage as determined by the Federal Minimum Wage Law. (Exemption certificates, which allow the employer to employ a student-learner at less than the minimum wage, will not be issued.)
8. School credit for learning which occurs on-the-job.
9. Supervision of students by a qualified teacher-coordinator who will make visitations to the training stations during the students' working hours.

Operational procedures for the Diversified Occupations program are as follows:

1. The school will furnish all facilities necessary for the generally and directly related instruction.
2. The coordinator's responsibilities in job placement are to approve training stations, to refer students to potential training stations, and to coordinate and supervise activities during the training period.
3. It will not be the coordinator's responsibility to secure jobs for students. It will be his responsibility to locate and approve training stations. The student is interviewed, and the employers hire the students.
4. The instructional activities will be geared to occupational experiences and goals.
5. The maximum class size will be 30 students.
6. The training agreements and other documents will be signed by the parents, student-learner, employer, teacher-coordinator, and the principal.

7. The employer will provide systematic on-the-job instruction.
8. The student-learner's combined in-school and on-the-job time will not be more than 10 hours per day.
9. Any student released because of misconduct, poor work habits, etc., will receive only partial credit.
10. Any student dismissed by an employer through no fault of the student will be retained in the program if at all possible.
11. The student-learner will be evaluated periodically on a performance basis by the on-the-job instructor.
12. Students enrolled in the Diversified Occupations program will be eligible to participate in the applicable vocational youth organization activities.
13. Students will make application for enrollment in the Diversified Occupations program to the guidance counselor, and each applicant will be interviewed personally by the teacher-coordinator.
14. The guidance counselor will provide the teacher-coordinator with a grade sheet for each student every six weeks.
15. The teacher-coordinator will make periodic visitations to the parents, in the homes of the student-learners.

A summary of critical requirements for a successful Diversified Occupations program follows:

1. All students are released from school during the last regular period of the school day. This procedure greatly facilitates coordination and supervision by the teacher-coordinator.
2. Each student is provided his/her own set of individualized study guides and references.
3. An adequate budget is provided by the local school board.
4. Transportation remuneration is provided by the school district in order that the teacher-coordinator can conduct coordination and follow-up activities.
5. A close working relationship is maintained by the school administration, faculty, guidance counselor, and teacher-coordinator.
6. Adequate time is made available to the teacher-coordinator for coordination and supervision of students while on-the-job.

For further information about the Diversified Occupations program, contact

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Appendix D

GLOSSARY

Related Instruction. Classroom and laboratory instruction designed to increase knowledge and understanding, to enable a student-learner to solve technical and theoretical problems, and to provide student-learners with skills necessary for employment in an occupation or occupational area. There are two kinds of related instruction commonly associated with a Cooperative Vocational Education program: (1) general related instruction, which covers that body of knowledge and skills (employability skills) common to all students enrolled in a Cooperative Vocational Education program, and (2) direct related instruction, which refers to those knowledges and skills (job-preparation skills) required by a student-learner for his/her specific job.

Student-Learner or Student-Trainee. A student who is receiving related instruction in school and who is employed on a part-time basis pursuant to a Cooperative Vocational Education program.

Teacher-Coordinator. The teacher who has the responsibility for providing the overall coordination of a cooperative vocational program. This person teaches related instruction and coordinates the on-the-job experiences.

Training Plan. A plan--developed by the teacher-coordinator, the employer, and the student-learner--that lists the activities in which the student-learner will be engaged at the training station. The training plan should also list those knowledges and skills that should be provided by the school in the related instruction class.

Training Sponsor. An employer or his representative who is designated to provide on-the-job instruction.

Training Station. The location in which the student-learner is employed for on-the-job instruction.

Appendix E

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